



**JUDGING METHODOLOGY 2019-2020**

## ALL STAR COMPARATIVE SCORING SYSTEM - IASF, GLOBAL & NON TUMBLING

Cheer Canada has adopted a scoring system structured after the system used each year at The Cheerleading Worlds by the International All Star Federation. This year, All teams competing in international divisions at regular season events will be scored on this system to better align their scoring experience in the regular season with their experience at major international events. The system departs widely from previous rubric-style system used in this country. All stakeholders in the industry are encouraged to read the following document carefully to understand how the system functions and its key differences from previous scoring systems.

- Applies to divisions designated as IASF/International.
- Ranges are broad, teams are ranked comparatively against other teams in the same division.
- Variations in scoring from day to day, event to event and throughout the season are to be expected.
- Some judging concepts are similar to Rubric Scoring, but are broadly applied and not associated with specific point values.
- There is no list of Elite skills and no Stunt Quantity.
- The system does not have specific skill counts that are required for ranges, which allows for creativity and the development of a coaching strategy suited to your team.

### **What does a “comparative scoring system” mean?**

This means that the judges will watch the routine and compare it to the other routines in the division. If Team A's stunts are better, then Team A's stunts should score higher than the competitors. If Team B's jumps are weaker, then Team B's competitors' jump score should be higher.

The rules tell you what you are allowed to put in your routine but not what you have to (must) put in the routine. If a level 5 routine includes level 4 skills, the below level skills are still considered in evaluating difficulty and technique. The actual difficulty of the skill performed, unrelated to Level, is what is considered.

There are no set score values (numbers) attached to any certain skills or skill sets. The score will be based on your performance and the performance of your competitors.

**Scores are awarded in tenths (1/10) of a point.**

## **Score Tracking**

The comparative nature of the Cheer Canada International Scoring System requires that judges track and rank scores within a division. Judges should use a tracking sheet to record where each team scored within a specific category. As a new team performs, judges will rank that team against all preceding teams in that division to produce an accurate rank of all teams within a particular category. Judges will score to the tenth (0.1) and are encouraged to avoid issuing the same score twice.

The numerical scores will be largely indicative of ranking within a division. For accurate comparison of numerical scores it is recommended that judges track scores across multiple divisions and/or the level for greater accuracy. The comparative scoring system is designed to ensure ordinals are the primary indicator, rather than focusing on the meaning of a numerical score.

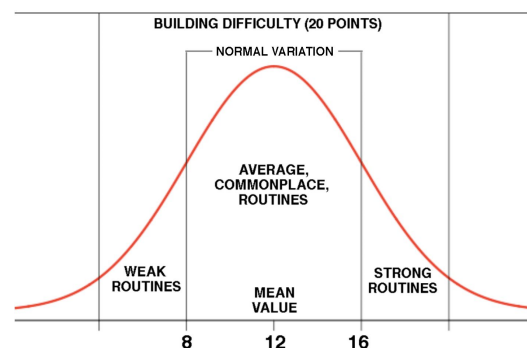
## First Five Teams

Judges using the Cheer Canada International Score System should hold scores for the first five teams in a division. After the five teams have competed, judges will issue scores for each of the five teams, recording them on their tracking sheet and ranking each against the other. Once these five scores are recorded, judges will use them as benchmarks to rank the remaining teams in the division, scoring each team above or below the preceding teams.

If consistency of numerical scores across a level is desired, it is recommended to hold the scores for the entire level.

## The Normal Variation Method

In each category, the sixtieth (60th) percentage value is treated as the mean score for the category. Judges use this value as a benchmark for their scoring and score most teams within the Normal Variation of that value (20% above or below). Scores exceeding the Normal Variation are reserved for exceptionally strong routines. Scores below the Normal Variation are reserved for exceptionally weak ones. Approximately seven in ten (70%) of teams should score within the Normal Variation and three in ten (30%) teams will score above or below the Normal Variation. See table below:



	Mean Score	Normal Variation	Strong Teams	Weak Teams
20-Point Categories	12	8-16	>16	<8
10-Point Categories	6	4-8	>8	<4
5-Point Categories	3	2-4	>4	<2

With this method, average and nominal teams are constrained to a localized region of the score sheet while remarkably strong teams are scored high and remarkably weak teams are scored low.

## ALL STAR COMPARATIVE SCORING - INTERNATIONAL POINT DEDUCTION

### **ATHLETE BOBBLES - 1.0**

#### EXAMPLES:

- Hands down in tumbling
- Knees down in tumbling or jumps
- Incomplete tumbling twist(s)

### **ATHLETE FALL - 2.0**

#### EXAMPLES:

- Multiple body parts down in tumbling or jumps
- Drops to the floor during individual skills (tumbling, jumps, etc.)

### **BUILDING BOBBLES - 2.0**

#### EXAMPLES:

- Stunts, tosses and pyramids that almost drop/fall but are saved (this includes excessive movement of the bases)
  - Blatant incomplete twisting cradles (landing on stomach, etc)
  - Knee or hand touching ground during cradle or dismount
- Controlled cradling, dismounting or bringing down a stunt or pyramid early (not timing issues)

### **BUILDING FALLS - 3.0**

#### EXAMPLES:

- Uncontrolled cradling, dismounting or bringing down a stunt or pyramid early (not timing issues)
- Base falling to the floor during a cradle or dismount

### **MAJOR BUILDING FALLS - 4.0**

#### EXAMPLES:

- Falls from individual stunt, pyramid or tosses to the ground (top person lands on the ground)

### **MAXIMUM BUILDING FALLS - 5.0**

- When multiple deductions should be assessed during an individual stunt or toss (by a single group), or during a pyramid collapse, then the sum of those deductions will not be greater than 5 pts.

## **Rule Violations**

### **SAFETY VIOLATIONS - 4.0**

-2.0 Tumbling skills performed out of level and General Safety Guidelines

-4.0 Building skills performed out of level

- Skills performed out of level will not be counted towards difficulty.
- Judges may assess a full 4.0 deduction for multiple or full team out of level tumbling at their discretion.

### **TIME LIMIT VIOLATIONS - 4.0**

- 2:31 for All-Star teams and 2:01 for All-Star Prep teams

- Skills performed after time limit may not be assessed

## **BOUNDARY VIOLATIONS - 1.0**

Both feet off the 42' by 54' performance surface and any immediate adjacent safety border. Stepping on or past the white tape is not a boundary violation.

## **IMAGE POLICY - 1.0**

- Inappropriate choreography, uniform and/or music, as well as violations that break the image policy will be issued a 1.0 deduction.

## **UNSPORTSMANLIKE CONDUCT DEDUCTION - 5.0**

- When a coach is in discussion with an official, other coaches, athletes and parents/spectators they must maintain proper professional conduct. Failing to do so will result in 5.0 deduction and removal of coach or disqualification.

## **EXAMPLES:**

- Inappropriate and deliberate physical contact between athletes during the event
- Abuse of equipment or any items associated with the event
- Using language or a gesture that is obscene, offensive, or insulting
- Using language or gestures that offend race, religion, color, descent or national or ethnic origin
- Failing to perform a routine (includes not performing full out when re-running a routine)
- Excessive appealing at score check (if available)
- Showing dissent towards scoring official decision by word or action
- Threat of assault to an event representative
- Public criticism of an event related incident or event official

## **MINIMUM ATHLETE REQUIREMENT**

If a team competes with fewer than the minimum number of athletes for their specific division, a deduction will not be assessed if that team is registered and rostered with the minimum amount of athletes required for that division. Teams that register, roster, and compete with fewer than the number of athletes required for a specific division will either be moved to the correct division or issued a 5.0 point deduction.

From a judging perspective, all teams competing with fewer than the number of athletes required will be scored as if they meet the minimum athletes requirement (in terms of majority and most) and will not be eligible for bids to any end-of-season events.

## **Point Deduction Q & A**

### **1. How does the Comparative System evaluate bobbles?**

#### CC Comparative System -

- A "Bobble" is a term used in Point Deduction (in the Comparative System).
- Two types of bobbles: Athlete Bobble or Building Bobble
- Bobbles have a specific point value for Point Deduction and will be taken into account by the panel judge evaluating technique. See the "International Deduction Sheet" for information.

## ALL STAR COMPARATIVE SCORING - BUILDING

### Stunt & Pyramid Execution:

	Mean Score	Normal Variation	Strong Teams	Weak Teams
20-Point Categories	12	8-16	>16	<8

#### EXECUTION (1-20 points)

**0 pts:** No skills performed

**1.0-6.0 pts:** Stunt skills executed with poor technique, stability, flexibility and synchronization.

**6.0-16.0 pts:** Stunt skills executed with average technique, stability, flexibility and synchronization.

**16.0-20 pts:** Stunt skills with above average to excellent technique, stability, flexibility and synchronization.

- Using the Normal Variation Method, the average team should score between 8-16 points, with exceptional teams scoring above 16 and below average teams scoring below 8 points. Use the grid to decide where the first team should fall within the scoring range.
- A team that executes below level skills could still score well in technique.
- Bobbles should be considered within the Technique score; unlike the rubric score system, the bobbles are also a deduction.
- *Technique Scoring Considerations:*
  - Stability of the Stunt
  - Control during transition skills (amplitude, controlled descent, etc)
  - Uniformity of technique (flexibility, styles, etc)
  - Synchronization (loads, transitions, skills and dismounts)

### Stunt Difficulty:

	Mean Score	Normal Variation	Strong Teams	Weak Teams
20-Point Categories	12	8-16	>16	<8

#### STUNT DIFFICULTY (1-20 points)

**0 pts:** No skills performed

**1.0-6.0 pts:** Non difficult skills performed.

**4.0-10.0 pts:** Moderately difficult skills performed.

**8.0-20 pts:** Difficult skills performed.

- Using the Normal Variation Method, the average team should score between 8-16 points, with exceptional teams scoring above 16 and below average teams scoring below 8 points. Use the grid to decide where the first team should fall within the scoring range.

- The following are considered when scoring difficulty in stunts and pyramids:
  - Degree of difficulty
  - Percentage of team participation
  - Variety of load-ins, dismounts and transitional elements
  - Additional skills and combination of skills (non level included) may increase your score
  - Minimal use of bases (including coed style skills).

#### *Degree of Difficulty*

- Amplitude
  - Where is the release initiated from?
  - What body level is it caught at, how visible or aggressive was the release?
- Twisting
  - How many degrees are they twisting vs. what is allowed in the level?
  - What body level was it initiated from?
  - What body level does it land at?
  - How many legs are they landing on?
  - Does the grip make it more difficult than other methods?
- Inversions
  - How inverted was the skill at the start of the release?
    - Plank up with little inversion vs. true hand-in-hand at perpendicular
  - What body level did the inversion start and finish at?

#### *Variety - Load Ins/Dismounts/Transitions:*

- Do all the loads start in a traditional load-in position? (I.E. Ground up, waist level load-in)
- Do any loads start in a non-traditional position? (I.E. Tumble into load, split position, etc)
- Do any loads incorporate skills prior to landing in the traditional load-in position?
- Do they show twisting dismounts?
- Do all dismounts land in a cradle or are some landing on the ground?
- Do they show inverting dismounts/downward inversions?
- Are they getting down from stunts/sequences in various ways?
- Are they showing elements that link skills or is everything load-in, skill, dismount?

Are there elements that link skills that create visuals? (I.E. prone drops, use of inverted stunts, etc)

#### *Percentage of Team Participation/Minimal Use of Bases:*

- How much of the team is participating in advanced sequences?
- Are some of the groups doing all the more difficult skills and the majority are doing easier skills?  
How does this compare to other teams in the division?
- Are all or many groups utilizing front spots?
  - Important factor when compared to other teams in the division.
- Are any skills executed with fewer than the traditional number of bases?
  - Does Team A put up more stunts than Team B?

- Is this a coed team? Are they showcasing coed skills with minimal bases? How difficult are these coed skills?

#### *Combo of Skills/Pace:*

- How quickly are skills connected in the stunt sequences?
- Is the pace adding difficulty?
  - I.E. Tic toc immediate dismount
  - Is the finish of one skill the initiation of the next?
- Includes linkage of non-level appropriate skills, does the sequencing add difficulty?
- Are skills combined in a way that make them more difficult?

## **Pyramid Difficulty:**

### **PYRAMID DIFFICULTY (1-20 points)**

**0 pts:** No skills performed.

**1.0-6.0 pts:** No structures with transitional elements.

**4.0-10.0 pts:** One structure with transitional elements.

**8.0-20 pts:** Two or more structures with difficult, seamless, visual creative elements from one structure to the next.

- **Pyramids**—minimum two structures: Consecutive transitions within a pyramid will not meet the minimum requirement of hitting a structure. The two structures must be different.
- Using the Normal Variation Method, the average team should score between 8-16 points, with exceptional teams scoring above 16 and below average teams scoring below 8 points. Use the grid to decide where the first team should fall within the scoring range.
- The following are considered when scoring difficulty in stunts and pyramids:
  - Degree of difficulty
  - Percentage of team participation
  - Variety of load-ins, dismounts and transitional elements
  - Additional skills and combination of skills (non level included) may increase your score
  - Minimal use of bases

#### *Degree of Difficulty*

- Releases
  - Amplitude/Magnitude, # of bracers, type of trick
- Twisting
  - Degree of rotation, # of legs it was supported by, # of bracers supporting
- Inversions
  - Degree of inversion, level it started/landed at, tricks performed during the inversion
- Structures
  - # of tops at extended level, or inverted, or on a single leg

#### *Percentage of Team Participation/Minimal Use of Bases:*

- How much of the team is participating in advanced skills/tricks/structures?
- Are some of the groups doing all the more difficult skills and the majority are doing easier skills?  
How does this compare to other teams in the division?
- Are any skills executed with fewer than the traditional number of bases?
- Does Team A put up more athletes in their structures than Team B?

#### *Variety - Load Ins/Dismounts/Transitions:*

- Do all the loads start in a traditional load-in position? (I.E. Ground up, waist level load-in)
- Do any loads start in a non-traditional position? (I.E. Tumble into load, split position, etc)
- Do any loads incorporate skills prior to landing in the traditional load-in position?
- Do all dismounts land in a cradle or are some landing on the ground?
- Are they showing elements that link skills or is everything load-in, skill, dismount?
- Are there elements that link skills that create visuals? (I.E. prone drops, use of inverted stunts, etc)
- Did they show a variety of pyramid skills (I.E. a release, an inversion, a twist) or did they repeat some skills and fail to show a variety?

#### *Combo of Skills/Pace:*

- How quickly are skills connected in the pyramid sequences?
- Is the pace adding difficulty?
  - I.E. braced release that on the sink immediately goes into a braced inversion
  - Is the finish of one skill the initiation of the next?
- Includes linkage of non-level appropriate skills, does the sequencing add difficulty?
- Are skills combined in a way that make them more difficult?

## **Comparative Building Q & A:**

1. What is different about the Comparative IASF system and the Rubric system for Stunts?
  - The comparative system does not have a separate stunt quantity score. The number of bases under the skill is a scoring consideration within stunt difficulty.
  - The comparative system does not have a coed quantity score. Coed skills are evaluated within the stunt difficulty score.
  - The comparative system does not require a specific list of designated elite skills, all stunt skills are considered when evaluating difficulty.
  - The comparative system does consider that styles/grips that may affect the difficulty of an stunt skill (I.E. A 1.5 twist to extended that twists quickly may assist with receiving a higher difficulty score than a stunt that twists slowly to extended).

2. Do Elite Stunt skills not “count” in the Comparative system?  
All stunt skills - level and non-level appropriate, difficult and non-difficult, are considered when assigning a stunt difficulty score. A skill that is considered “elite” on the Rubric system may still be considered difficult in the comparative score system, but your final score/ranking is also dependent upon what skills your competitors are executing.
3. Are Coed skills required?  
Coed skills and/or skills with minimal bases are considered when evaluating the difficulty of the skill set. Since all scoring is comparable, judges evaluate the difficulty of the skill and the number of bases under it when comparing against other teams. The same skill performed coed style could be considered more difficult than if performed with a traditional group of 4, but in a team setting there are always more factors affecting the evaluation of the entire skill set.

## Building Creativity

	Mean Score	Normal Variation	Strong Teams	Weak Teams
10-Point Categories	6	4-8	>8	<4

### BUILDING CREATIVITY (1-10)

**1.0-3.0 pts:** Below average visual, unique and intricate skills.

**3.0-8.0 pts:** Average visual, unique and intricate skills.

**8.0-10.0 pts:** Above average innovative, visual, unique and intricate skills.

- Using the Normal Variation Method, the average team should score between 4-8 points, with exceptional teams scoring above 8 and below average teams scoring below 4 points. Use the grid to decide where the first team should fall within the scoring range.
- Consider variety, intricacy, visual effect and innovation/creativity in loads, stunts, pyramid structures, transitions and dismounts. Layered pyramids, ripples, movement and creative entries into stunts/tosses are all strong examples of building creativity.

## Tosses:

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

### TOSS EXECUTION (1-5 points)

**0 pts:** No skills performed.

**0.1-2.0 pts:** Stunt skills executed with poor technique, flexibility, synchronization & limited height.

**2.0-3.0 pts:** Stunt skills executed with average technique, flexibility, synchronization & average height.

**3.0-5.0 pts:** Stunt skills with above average to excellent technique, flexibility, synchronization & above average height.

- Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid

to decide where the first team should fall within the scoring range.

- A team that executes below level skills could still score well in technique.
- Incomplete twisting skills will be assessed a 2 point deduction by the point deduction judge, and will also be considered in the execution/technique score of the panel judge.
- *Technique Scoring Considerations:*
  - Throwing technique of the bases (stance, power/speed, etc)
  - Flexibility of the flyer in the toss skill, uniformity of this flexibility across the team
  - Synchronization of the load, initiation of the toss and cradle
  - Uniformity of the height of the toss across the team

### **TOSS DIFFICULTY (1-5 points)**

**0 pts:** No skills performed.

**0.1-2.0 pts:** Non difficult skills performed.

**2.0-3.0 pts:** Moderately difficult skills performed.

**3.0-5.0 pts:** Difficult skills performed.

- Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range. **Consider the skills permitted in the level when benchmarking the first team.**
- Level 1 teams are not permitted to toss; therefore no toss scores will be given.
- The following are considered when scoring difficulty in tosses:
  - Degree of Difficulty
    - Except in Level 2, only straight rides are allowed; therefore the degree of difficulty will not be taken into consideration.
  - Height of Tosses
  - Percentage of team participation (total number divided by 5)
  - Additional skills, variety of skills and combination of skills (non level included) may increase the score (except for Level 2)
  - Minimal use of bases does NOT apply in tosses
- In comparative scoring, ideally judges want to ensure each team receives a different score in each category. In Tosses, it is possible that teams may truly deserve the same score, if they are throwing the same ratio, type and height of baskets. This is even more likely in Level 2.

#### *Degree of Difficulty:*

- Consider any skills directly connected to the sink of the basket, does this linkage make the toss more difficult?
- Considering all skills within the level, how difficult is the toss performed?
  - Generally, skills combined with twisting are considered difficult.
  - The execution of the skill can affect it's difficulty, the magnitude of a skill can be a factor when determining relative difficulty to another skill.

- I.E. Team A (20 athletes) executes 3 kick fulls, but the kick is lower than 90 degrees. Team B executes 3 kick fulls with the kick at shoulder level. Team B's tosses are more difficult because they require additional flexibility and strength.
- It is possible that a non-twisting skill could be more difficult than a twisting skill based on the magnitude of the non-twisting skill. This would need to be evaluated on a case-by-case basis.

#### *Height:*

- The height of the toss affects the timing of the skill/trick in the toss, and may make it more difficult to synchronize with other tosses, and higher tosses are considered more difficult.

#### *Percentage of Team Participation:*

- Divide the team by 5 as a benchmark.
- Consider if the team throws multiple sets of team tosses (# athletes/5)
- Consider what % of the team is throwing the more difficult tosses
  - A team of 20 that throws 4 toe touch tosses should score above a team that throws 2 'pretty girls', 2 toe touches

#### *Additional Skills/Variety of Skills/Combo of Skills:*

- Consider single toss elements that may happen outside of a designated toss section (I.E. behind a pyramid).
- Consider if a team shows a wide variety of tosses (including below level), showing expertise and execution of multiple types of tosses can add to the difficulty score.
- Consider skills that are directly connected to the sink of a toss when evaluating the tosses, this linked skill may increase the difficulty of the toss.

## **TOSSES Q & A**

### **1. What is different about the comparative system for IASF teams in regards to Tosses compared to the Rubric system?**

- The comparative system does not have a skill cap. So teams may opt to throw multiple sets of team baskets as a coaching/routine strategy.
- The comparative system considers the difficulty of the toss, and not just if the toss was level appropriate.
- Height is considered when evaluating difficulty. The uniformity of the height of the tosses across the team is considered under execution/technique.
- The comparative system has point deductions for incomplete twisting tosses. It may also be considered by the Panel judge.

#### CC Comparative System:

*Tosses:* Incomplete twists will carry at 2 point deduction for Tosses (ie Building Bobble - Point Deduction).

## ALL STAR COMPARATIVE SCORING - JUMPS & TUMBLING

### TUMBLING EXECUTION (1-5 points)

- 0 pts:** No skills performed  
**0.1-1.0 pts:** Tumbling skills/pass(es) executed with poor technique and synchronization  
**1.0-2.0 pts:** Tumbling skills/pass(es) executed with average technique and synchronization  
**2.0-5.0 pts:** Tumbling skills/pass(es) executed with above average to excellent technique in perfection and synchronization.

- Technique
  - Consistent, building speed within passes
  - Body lines/body control (straight legs/arms, body alignment through the skill)
  - Perfection - Uniformity in technique and style throughout the team
  - Synchronization
    - Teams showing synchronized passes should be rewarded in difficulty and have the execution of the timing/synchronization evaluated in technique.

### TUMBLING DIFFICULTY:

	Mean Score	Normal Variation	Strong Teams	Weak Teams
5-Point Categories	3	2-4	>4	<2

- In levels 1-4 individual tumbling passes (tumbling passes by a single person) will not be considered in the scoring process.
- In levels 5-7 individual tumbling passes (tumbling passes by a single person) will be considered in the scoring process and in levels 5-7, single full twisting tumbling skills and double twisting tumbling skills will not carry the same value in difficulty.

### STANDING TUMBLING DIFFICULTY (1-5 points)

- 0 pts:** No skills performed  
**0.1-1.0 pts:** Non difficult standing tumbling skills/pass(es) performed.  
**1.0-2.0 pts:** Moderately difficult standing tumbling skills/pass(es) performed.  
**2.0-5.0 pts:** Difficult standing tumbling skills/pass(es) performed.

- Jumps and Standing Tumbling will be judged separately, even if connected. [Jumps will be evaluated under the Jump category, and if connected to standing tumbling may influence the difficulty of standing tumbling.](#)
- Consider the ratio of the team completing the standing tumbling elements & the difficulty of the passes when comparing teams.

## **RUNNING TUMBLING DIFFICULTY (1-5 points)**

**0 pts:** No skills performed

**0.1-1.0 pts:** Non difficult tumbling passes performed, minimal number of athletes per pass, minimal synchronized passes, below average synchronization, below average degree of difficulty.

**1.0-2.0 pts:** Moderately difficult tumbling passes performed. Minimal number of athletes per pass, minimal synchronized passes, average synchronization, average degree of difficulty.

**2.0-5.0 pts:** Difficult tumbling pass(es) performed. Many athletes per pass, multiple synchronized passes, clean synchronization, high degree of difficulty.

- Consider the size of the groups of synched passes, and the complexity of the passes.
  - Synchronized passes are considered in difficulty, as it showcases unique athletes doing the skills.
  - Consider the complexity of the pass, the greater the complexity of the pass the more difficult it is to synchronize in groups.

## **TUMBLING Q & A**

### **1. What is different about the comparative system for IASF teams in regards to Standing Tumbling compared to the Rubric system?**

- The comparative system does not have a specific skill count requirement or designate specific passes as “elite”. The passes are evaluated for difficulty/complexity and more difficult passes are rewarded.
- The comparative system does not consider single athlete passes for levels 1- 4. To count towards your tumbling difficulty in levels 1 - 4, the skill/pass must be synchronized. All tumbling skills/passes completed (regardless of synchronization requirements) will be evaluated under technique.
- The comparative system will deduct for incomplete twists in tumbling skills. Incomplete twisting skills are also considered in technique/execution by the panel judge.

### CC Comparative System:

*Tumbling:* Incomplete twists in tumbling skills will carry a 1 point deduction (ie Athlete Bobble - Point Deduction).

# Jumps:

## TECHNIQUE/DIFFICULTY (1-5 points)

- 0 pts:** No skills performed  
**0.1-1.0 pts:** Jump skills executed with poor technique, perfection, flexibility and synchronization.  
**1.0-2.0 pts:** Jump skills with average technique, perfection, flexibility and synchronization.  
**2.0-5.0 pts:** Jump skills with above average to excellent technique, flexibility and synchronization.

- The jump score combines the evaluation of both difficulty and technique/execution into one score out of 5 points.
- Jump difficulty is comparative; it is not a capped skill.
- *The following factors should be considered when determining the jump score:*
  - Degree of difficulty
    - Variety, connection of jumps, use of advanced/difficult jump skills
  - Percentage of team participation
  - Synchronization
  - Height of jump(s)
    - The execution of the skill can affect it's difficulty, the magnitude of a skill can be a factor when determining relative difficulty to another skill. So a hyperextended toe touch is more difficult than a parallel toe touch.
  - Uniformity of technique (ie approach, landing style, arm placement)
  - Technique - flexibility, body alignment (legs straight, toes pointed)

## COMPARATIVE SCORING - OVERALL SCORESHEET

### Dance:

A team's ability to incorporate level and formation changes with dance skills that create visual effects, seamless transitions, footwork, partner work, floor work with a high level of energy and entertainment value. **Difficulty and technique are blended together.**

#### DANCE (1-5 POINTS)

0 pts                      No dance performed

0.1 - 1.0 pts      Dance has minimal incorporation of level changes and formation changes with dance skills that create minimal visual effects with seamless transitions, few footwork, partner work, floor work skills performed with low energy and entertainment value. Unsynchronized and slow pace.

1.0 - 2.0 pts      Dance has incorporation of level changes and formation changes with dance skills that create some visual effects with seamless transitions, footwork, partner work, floor work skills performed with good energy and entertainment value. Sync. of elements mostly together with average pace.

2.0 - 5.0 pts      Dance has multiple incorporation of level changes and formation changes with dance skills that create many visual effects with seamless transitions, variety of footwork, partner work, floor work skills performed with high energy and entertainment value. Great synchronization with a strong pace.

The following items are taken into consideration in the dance section :

- Levels and formation changes
- Dance skills with visual effect
- Footwork/Floorwork
- Partner work
- Visual elements
- Pace and intricacy
- Seamless transitions
- Synchronization
- Technique and perfection
- Team participation
- Energy level
- Entertainment value

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. Use the grid to decide where the first team should fall within the scoring range.

## Creativity/Choreography:

A team's effectiveness to implement innovative, visual, unique and intricate ideas, incorporations and music.

### ROUTINE CREATIVITY (1-5.0 POINTS)

1.0 - 2.0 pts    Minimal innovative, visual, unique and intricate ideas and incorporation.

2.0 - 4.0 pts    Average innovative, visual, unique and intricate ideas and incorporation.

4.0 - 5.0 pts    Above average to excellent innovative, visual, unique and intricate ideas and incorporation.

The following items are taken into consideration throughout the routine and in all sections:

- Entries into skills, incorporations in between skills, ending of skills
- Impact, Appeal, Clarity, Flow
- Use of level and non level skills to enhance appeal
- Intricate and detailed choreo elements
- Flow, variety and incorporation
- Fresh and unique choreo elements
- Additional skills to enhance overall appeal and visuals
- Creative formations and level changes
- Creativity is not only the things you've seen before. How well is everything is put together.
- Seamless patterns of movement
- Use of innovative, visual, unique and intricate ideas and incorporations in :  
    Building skills, tumbling skills, formations, transitions, jumps, tosses, dance section.

Using the Normal Variation Method, the average team should score between 2-4 points, with exceptional teams scoring above 4 and below average teams scoring below 2 points. **Use the grid to decide where the first team should fall within the scoring range.**

# Formations/Transitions:

A team's effectiveness to demonstrate precise spacing and seamless patterns of movement.

Formations and transitions are blended together

## FORMATIONS & TRANSITIONS (1-10 POINTS)

- 1.0 - 3.0 pts    Below average in spacing, seamless pattern of movement, degree of difficulty with timing problems throughout routine along with poor to below average use of floor with minimal visual elements.
- 3.0 - 8.0 pts    Average spacing, seamless patterns of movement. Average degree of difficulty, few timing problems with average use of floor with visual elements.
- 8.0 - 10.0 pts    Above average to excellent in spacing, seamless patterns of movement and degree of difficulty. Formation changes are cleanly executed with little to no timing problems. Formation changes throughout routine that add to visual and excitement of routine. Great use of total floor.

The following items are taken into consideration throughout the routine and in all sections:

- Spacing of formations and transitions:  
Group tumbling, stunt sections, pyramids transitions, jump sections, group toss, dance
- Formations and transitions rushed or smooth:  
Group tumbling, stunt sections, pyramids transitions, jump sections, group toss, dance
- Innovative
- Timing
- Use of floor
- Seamless patterns of movement in transitions performed throughout the routine
- Difficulty and variety of formations and transitions
- Visual impact and creativity
- Visual impact of formation changes and transitions
- Execution of formation changes
- Precision spacing in formations and transitions

## Overall Routine Impression & Showmanship:

A team's effectiveness in performing a comprehensive and positive memorable experience.

A team's effectiveness in demonstrating genuine enthusiasm and confidence with a high level of energy and excitement while installing that same energy and excitement in those viewing the routine.

### OVERALL ROUTINE IMPRESSION & SHOWMANSHIP (1-10 POINTS)

- 1.0 - 3.0 pts    Below average effectiveness in performing a comprehensive and positive memorable experience.
- 3.0 - 8.0 pts    Average effectiveness in performing a comprehensive and positive memorable experience
- 8.0 - 10.0 pts    Above average to excellent effectiveness in performing a comprehensive and positive memorable experience.

Effectiveness in performing a comprehensive and positive memorable experience includes:

- Energy
- Entertainment value
- Excitement
- Eye contact
- Confidence
- A positive and memorable experience from the start of the routine to the end of the routine
- Showmanship in transitions, in loading in and out of skills
- Appropriate athletic impression
- Genuine enthusiasm
- Consistent and comprehensive level of showmanship
- Perfection of the routine
- Impact
- Maintaining genuine enthusiasm
- Consistency throughout the routine
- Successful execution of the routine
- Was it memorable

## ALL STAR COMPARATIVE SCORING - GLOBAL CLUB



# GLOBAL - CHEER

EFFECTIVE MATERIAL (native language encouraged, voice, pace, flow, etc.)			
Low	0 - 1.0	Low Medium High	
Medium	1.0 - 1.4	0.0   0.2   0.4   0.6   0.8   1.0   1.2   1.4   1.6   1.8   2.0	
High	1.4 - 2.0		Material /2
USE OF PROPS (signs, megaphones, flags, etc. emphasize the words)			
Low	0 - 1.0	Low Medium High	
Medium	1.0 - 1.4	0.0   0.2   0.4   0.6   0.8   1.0   1.2   1.4   1.6   1.8   2.0	
High	1.4 - 2.0		Props /2
CROWD LEADING / ENERGY (use of floor, engagement with crowd, consistent energy, etc.)			
Low	0 - 1.0	Low Medium High	
Medium	1.0 - 1.4	0.0   0.2   0.4   0.6   0.8   1.0   1.2   1.4   1.6   1.8   2.0	
High	1.4 - 2.0		Leading /2
SKILL INCORPORATION (skills visually enhance and emphasize the cheer)			
Low	0 - 1.0	Low Medium High	
Medium	1.0 - 1.4	0.0   0.2   0.4   0.6   0.8   1.0   1.2   1.4   1.6   1.8   2.0	
High	1.4 - 2.0		Incorp. /2
SKILL EXECUTION (precision, proper technique and timing)			
Low	0 - 1.0	Low Medium High	
Medium	1.0 - 1.4	0.0   0.2   0.4   0.6   0.8   1.0   1.2   1.4   1.6   1.8   2.0	
High	1.4 - 2.0		Exec. /2

The Global Club Cheer will be evaluated using the following drivers and guidelines:

- Effective Material (native language encouraged, voice, pace, flow, etc.)
- Use of Props (signs, megaphone, flags, etc. emphasize the words)
- Crowd Leading/Energy (use of floor, engagement with crowd, consistent energy, etc.)
- Skill Incorporation (skills visually enhance and emphasize the cheer)
- Skill Execution (precision, proper technique and timing)

## Cheer Parameters

- Minimum of 30 seconds to maximum of 40 seconds.
- 20 seconds to move from cheer portion to set up for the music portion.
- 2:30 seconds maximum for music portion.
- Cheer portion of the routine must be the first portion of the routine.

## Cheer Scoring

Skills that are performed in the cheer are evaluated separately from skills in the music portion of the routine. Any dance/motions, stunts, jumps, tumbling, pyramids or tosses performed in the cheer section will not be counted towards the music portion's difficulty or execution scores. The Cheer score is entirely separate and evaluated as follows:

## Effective Material (0.0-2.0)

Effective cheer with easy to follow word choice, voice clarity and pace that helps build energy.

### **Word Choice**

- Avoid wordy or complex cheers, they are difficult to follow.
- Simple and clear is best.
- Do the words relate to the team and fans? (I.E. team colours, mascot, names)

### **Voice Clarity**

- Team voices should be loud and clear, building up to mascots, colours etc.
- Voices should not drop during skill incorporations, volume should remain consistent.
- Could you follow the cheer from beginning to end? Were the words clearly pronounced?

### **Pace**

- Moderate pace that is easy to follow and allows the crowd time to respond.
- Does the pace of voice match signs, poms etc.?

### **Flow**

- Material should be seamless from beginning to end – no abrupt transitions or tempo change
- Material should be easy to understand and help guide the eye to the appropriate sign or cue.
- Don't judge choreography – just listen. Can you understand? Did it make sense?

## Use of Props (0.0-2.0)

Props used are visible and their use emphasizes the cheer or signifies when to respond. If no props are used a score of 0 will be awarded for this category.

### **Motion Technique**

- Placement of arms, uniformity of levels, sharpness both on the ground and in the air can enhance the overall cheer.

### **Signs**

- Signs should promote crowd involvement, be easy to read and should be shown to the crowd in time to yell/call back.

### **Poms**

- Poms should indicate specific colours or times to yell/call back.

### **Megaphones**

- If megaphones are used they should be utilized to project voices, and to help add visuals to the cheer.

### **Tips - Judges Comments:**

- Be sure to mention motion technique.
- Is the team leading the crowd?
- It is not necessary to use all props – signs, megaphones and poms, but what they are using should be used to effectively lead the crowd. It is important to note the quality of how the props were used over the quantity of props incorporated.

## Crowd Lead/Energy (0.0-2.0)

Use of the floor, engagement with the crowd, genuine energy and enthusiasm.

- Teams should encourage crowd participation utilizing natural/genuine spirit.
- Encourage the crowd to yell from beginning to end.
- Teams should spread out on the floor to cover the crowd.
- Teams should demonstrate confidence and project enthusiasm.

### ***Tips - Judges Comments:***

- Did the team make you want to do the cheer with them?
- Did they display showmanship and energy?

## Skill Incorporation (0.0-2.0)

Skills used visually enhance and emphasize the cheer.

The key to skill incorporation is to use the skills to effectively lead the crowd. Skill choice should allow for the athletes to continue cueing the crowd and project their voices. Skills should reinforce and highlight when crowd responses are required.

### ***Tips for choosing skills for a cheer:***

- Single skills (not complex sequences), and synchronized skills are strong choices.
  - Synchronization is always better, unless choreographed to match response.
- Not only stunts, but tumbling as well. Does the tumbling go with the picture?
- A spell-out is not meant to be transitional, skills should still highlight the spell out.
- Stunts are used to make the cheerleaders more visible to better lead the crowd.
  - Stunts to consider -> preps, extensions, libs, hitches
  - Can they still lead the crowd in the stunt? Does it make sense?
- Running tumbling/jump combos are better for the MUSIC portion of the routine
- Skills should be practical. Skills that start facing away from the audience will affect voice projection, tumbling skills during the cheer must be timed so that they do not affect voice clarity, etc.

## Execution of Skills (0.0-2.0)

Skills are executed with precision, proper technique and timing.

- Teams should incorporate skills that can be performed well. These skills should not inhibit their ability to lead the crowd effectively.
- Proper technique is important for top, bases and backspots in stunt skills. In jumps and tumbling, note the approach and landing and control during the skill.
- Teams should demonstrate proper technique, synchronization, spacing and timing. Skills should be SOLID, SAFE and 100% performance ready.